

SEND Information Report

Sacred Heart Catholic Primary



As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

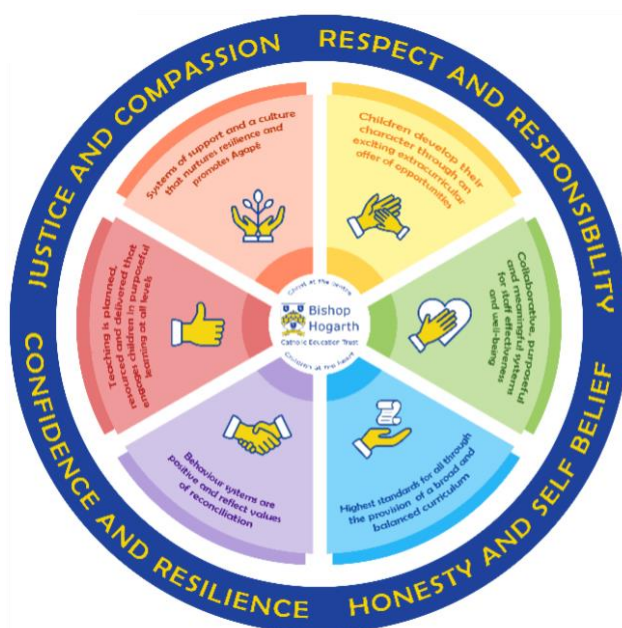
Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.

As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.



Approved on	June/July 2025
Next Review	June/July 2026

Our school's approach to supporting pupils with SEND

Sacred Heart Primary School takes a positive and inclusive approach to supporting all our pupils. We believe that pupils with Special Educational Needs or Disabilities (SEND) should access a broad and balanced curriculum in line with the DfES Special Educational Needs Code of Practice: 0-25 (2014).

The school's SEND Policy may be found on our website and a hard copy can be requested. Our policy is a detailed document which encompasses Bishop Hogarth Catholic Education Trust's high standards of support for children with SEND.

We strive to provide a nurturing and supportive learning environment in order for children to fulfill their potential. We promote and welcome the involvement of parents and regard home school partnerships as crucial to individual pupil's success.

We have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children to enable them to make progress.

Teachers are responsible for the progress of ALL pupils in their class. High quality teaching to meet every child's need. This is the first step in supporting pupils who may have SEND (Special Educational Needs and Disabilities). All children are challenged to do their very best. This is enough for most pupils to make progress.

All children will be taught a broad and balanced curriculum; differentiated to the needs of each individual. Where children require extra support, specialist resources or extension materials, these will be provided wherever possible.

All children are known well by their class teacher, who develops strong relationships with them. Good behaviour and work is rewarded.

Your child can express their views in several ways, including via their school council representatives, well-being ambassadors or directly to staff. Student council representatives encourage all pupils to have a voice in school. We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed.

There is also a SEN governor who has particular involvement with SEND policy and provision.

How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



How does the school know if children need extra help and what do I do if I think my child has special educational needs?

1. Assess

The class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests and the views of parents and pupils are used to identify needs. Advice may also come from external support services.

2. Plan

Information gathered is used to develop interventions and adaptations to the environment and the curriculum.

Advice from outside agencies including schools and families specialist services, the Educational Psychologist, behaviour support, the Emotional Health and Wellbeing Team and speech and language therapists may be accessed.

The class teacher will work alongside the SENDCO to plan the most appropriate interventions.

3. Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class.

Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND.

Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.

Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.

Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this. We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4. Review

Your child's progress will be continually monitored by their class teacher and reviewed each term through pupil progress meetings. A range of assessment tools are used in school which show children's attainment in more detail.

Where necessary, children will have a Coordinated Support Plan based on targets specific to their needs which will be agreed by teachers, parents, the SENDCO and/ or external agencies. Targets will be designed to accelerate learning and close any gaps. Progress against these targets will be reviewed regularly, evidence for judgement assessed and a future plan made.

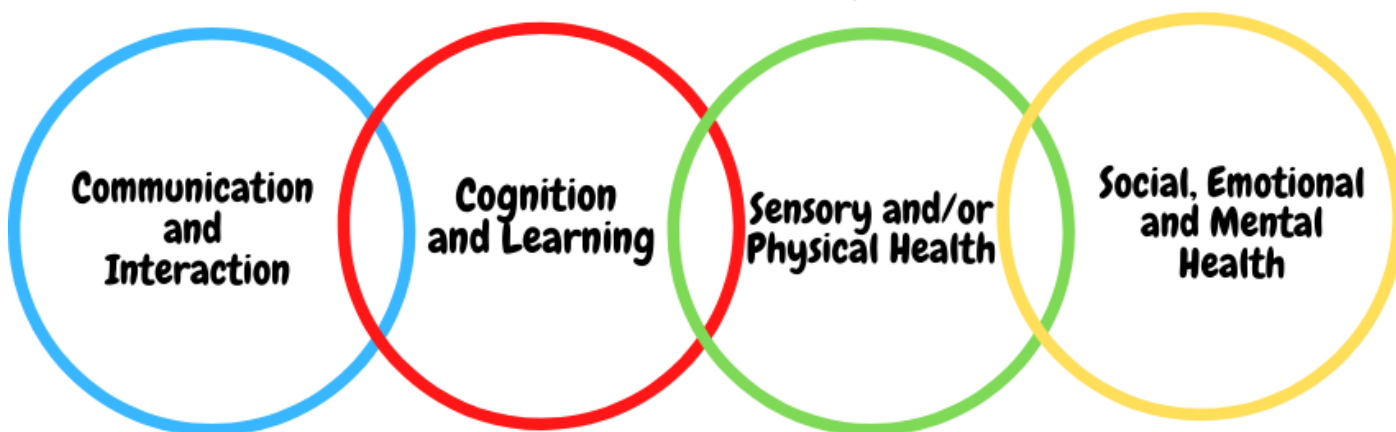
The progress of children with an Educational and Health Care Plan (EHCP) will be formally reassessed at an annual review with all adults involved with the child's education.

The SENDCO will meet with class teachers on a termly basis to check that each child is making good progress in their work. Regular book scrutinies and lesson observations are carried out by members of the senior leadership team to ensure that the needs of all children are met.

An annual review will take place for all children with an EHCP. All adults and relevant professionals involved with the child will be invited to attend with the aim of reviewing the current level of support the child receives.

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

Communication and Interaction

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

How support will be provided:

- access to time out/individual work area;
- access to in-house listening mentors including mindfulness;
- access to counselling services, e.g. CAMHS, Alliance;
- bereavement support;
- when possible, increased access to additional adults in and out of the classroom;
- supported transition programme with chosen secondary school;
- applications made to Social, Emotional Mental Health Services (SEMH) when necessary.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

How support will be provided:

- regular, individual or small group focused interventions, e.g. reading RWI 1:1 tuition, Reading Plus;
- increased access to small group support in class;
- practical aids for learning, e.g. place value counters, number lines, pictures, photos, coloured overlays, accessible reading material suited to age and individualised success criteria;
- flexible groupings;
- access to technical aids e.g. spell checker, ICT software and/or hardware;
- adaptations to assessments to enable access e.g. readers, scribe, ICT;
- curriculum/delivery adaptations to meet the learning needs of individuals;
- frequent repetition and reinforcement.

Sensory/Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How support will be provided:

- occupational therapy support sought when necessary and suggestions followed;
- concrete apparatus available to support learning, e.g. Numicon materials (numeracy);
- sensory resources available e.g. , seat wedge, writing wedge;
- access to support for personal care, e.g. school nurse service;
- adaptations made to the curriculum when needed to avoid sensory overload.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

How support will be provided:

- access to time out/individual work area;
- access to in-house listening mentors including mindfulness;
- access to counselling services, e.g. CAMHS, Alliance;
- a dedicated Parent Support Advisor
- bereavement support;
- when possible, increased access to additional adults in and out of the classroom;
- supported transition programme with chosen secondary school;
- applications made to Social, Emotional Mental Health Services (SEMH) when necessary.

What training is provided for staff supporting children with SEND?

Staff undertake a number of training opportunities over the course of the year. This year has included training with NASEN (National Association for Special Educational Needs), the EEF Five-a-day approach, which allows educators to embed a set of teaching habits that feel manageable in reality. And best of all, these approaches come out of an [evidence review](#) that looked specifically at the impact on academic progress for pupils with SEND in mainstream settings. All staff have received Metacognition training and Sunflower sensory training whilst our Early Years Lead has attended and implemented training to support children with SEND in the Early Years.

We have an established Well-Being Team and two members of the team have been ELSA trained (Emotional Literacy Support Assistant).

How do we support transition in our school?

Transition within classes/key stages:

Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Individual targets/requirements for all SEND children will be discussed with the new teacher and agreed by the SENDCO.

Flexible entry to Early Years Foundation Stage dependent on need.

Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by the SENDCO and the class teacher.

Transition to Secondary settings:

We work closely with all secondary schools in the area.

The majority of our children move on to English Martyrs School and Sixth Form College.

The transition process will begin early, usually in Y5, for some of our more vulnerable children.

Meetings are held for the transfer of essential information relating to EHCPs, Child and Family Services and pastoral matters.

Our parent support advisor, works closely with the SENDCO and Y6 class teacher to support children who require additional provision during their transition period.

We hold PCP and enhanced discussion meetings for those parents and children who require it.

We can also support you in organising meetings with secondary school staff if you wish to speak to them personally.

When reviewing an EHCP for children in Y6, staff from the secondary school will always be invited to the review meetings.

During the last term, staff from English Martyrs come to meet our Y6 children and in addition to this, our Y6 children attend their chosen secondary school for a period of transition decided by the secondary school.

Where can I get further information about services for my child?

The Local Offer

SEND Local Offer

Information on local services and support available for children & young people with Special Educational Needs or Disabilities (SEND).

Welcome to Hartlepool Borough Council's Local Offer of Information, where we have brought together useful information for children, young people with special educational needs and disability (SEND) and their families.

Here you can find information, advice and guidance about the type of services and support for you in your local area and further afield.

We have worked with our Parent Carer Forum (1Hart, 1Mind, 1Future) and other agencies to develop our offer.

For more information, telephone 01429 284284 or email childrenshub@hartlepool.gov.uk

https://www.hartlepoolnow.co.uk/local_offer

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

With due regard to our Admission Policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school.

All of the ground floor is fully wheelchair accessible.

Disabled toilet facilities are located through the school entrance near the school office.

Communication with parents whose first language is not English is supported by advice from the local authorities EAL (English as an additional language) team.

When necessary, translators are booked for meetings and documents are translated.

Activities Outside of School

Sacred Heart is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment.

Staff who are arranging an offsite trip will discuss with parents and the SENDCO any requirements needed and the suitability of any trip which the school is taking part in.

We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised.

The Headteacher oversees all trips to ensure children are safe and included where possible.

What to do if you have a complaint, a compliment, or a query.

The school details and relevant contacts

Mrs A Palmer – Headteacher/Designated Safeguarding Lead

Mr G Newcombe – Deputy Head/SENDCo/Designated Safeguarding Lead

Mrs H Walker – Assistant Head/Designated Safeguarding Lead

Mr S Cook – Senior Leader/Designated Safeguarding LEAD/Inclusion Lead

Mrs E-K Darnton -Intervention Lead

Mrs K Atherton – Wellbeing Team Leader

Sacred Heart Catholic Primary School, Hart Lane, Hartlepool, TS26 8NL

Tel: 01429 272684

Website – www.sacredhearthartlepool.co.uk

Email – admin@sacredheart.bhcet.org.uk

Name of school SEND governor:

Mrs Alexia Emmerson